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ABSTRACT

This report on public and private schools presents data on enrollment, program emphasis, 1986-87 graduates as a percentage of 1986 seniors, Chapter 1 services, free lunch, and state-by-state comparisons for public schools on selected data. National estimates are provided for all data, and state estimates for public schools on programs or services, and schools and students receiving Chapter 1 services and free lunch. The data were collected on the Public School Questionnaire and the Private School Questionnaire, two of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), developed by the U.S. Department of Education's National Center for Education Statistics and conducted by the U.S. Bureau of the Census. The data are displayed in 14 tables. The survey methodology is described in the technical notes. Information on the source for additional information is provided, and both public and private school questionnaires are included. (JD)

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Comparisons of Public and Private Schools, 1987–88

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Comparisons of Public and Private Schools, 1987–88

Janice S. Ancarrow
and
Elizabeth Gerald
Elementary and Secondary Education Statistics Division

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U.S. Department of Education
Office of Educational Research and Improvement NCES 90-075

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July 1990

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Table of Contents

	Page
Introduction	1
Tables	2
Table 1.--Number and enrollment of public and private schools and mean enrollment per school, by selected characteristics: United States, school year 1987-88	2
Table 2.--Number of public and private schools, by program emphasis: United States, school year 1987-88	3
Table 3.--Number of public and private schools with 12th grade students, 1987 graduation rate of 1986 seniors, 1987 college application rate, and percent of students enrolled in college preparatory courses in 1988, by selected characteristics: United States, school year 1987-88	4
Table 4.--Number of public and private schools offering a particular program or service, by selected characteristics: United States, school year 1987-88	6
Table 5.--Number of public and private school students participating in a particular program or service, by selected school characteristics: United States, school year 1987-88	7
Table 6.--Number of public and private schools providing publicly funded ECIA Chapter 1 services, by selected school characteristics: United States, school year 1987-88	8
Table 7.--Number of public and private schools providing publicly funded free or reduced-price lunch, by selected school characteristics: United States, school year 1987-88	9
Table 8.--Number of public and private school students receiving publicly funded ECIA Chapter 1 services, by selected school characteristics: United States, school year 1987-88	10
Table 9.--Number of public and private school students receiving publicly funded free or reduced-price lunch, by selected school characteristics: United States, school year 1987-88	11
Table 10.-Number of public school offering a particular program or service, by State: United States, school year 1987-88	12
Table 11.-Number of public school students participating in a particular program or service, by State: United States, school year 1987-88	13

Tables (continued)

Table 12.-Number of public schools and students receiving publicly funded ECIA Chapter 1 services and free or reduced-price lunch, by State: United States, school year 1987-88..... 14
Table 13.-Number of public schools with 12th grade students, 1987 graduation rate of 1986 seniors, 1987 college application rate, and percent of 12th grade students enrolled in college preparatory courses in 1988, by State: United States, school year 1987-88..... 15
Table 14.-Standard errors for key public and private school and student statistics: United States, school year 1987-88..... 16

Technical Notes..... 18
Sample selection..... 18
Differences between administrator and school estimates..... 19
Questionnaire response rates..... 19
Item descriptions..... 20
Item response rates..... 20
Standard errors..... 21
Definitions..... 21

Acknowledgments..... 24

For More Information..... 24

Appendix..... 25

Public School Questionnaire..... 26
Private School Questionnaire..... 42

Introduction

This report on public and private schools presents data on enrollment, program emphasis, 1986-87 graduates as a percentage of 1986 seniors, Chapter 1 services, free lunch, and State-by-State comparisons for public schools on selected data. The data were collected on the Public School Questionnaire and the Private School Questionnaire, two of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), a survey developed by the U.S. Department of Education's National Center for Education Statistics (NCES), and conducted by the U.S. Bureau of the Census. This report provides National estimates for all data, and State estimates for public schools on programs and services, student participation in programs or services, and schools and students receiving Chapter 1 services and free lunch.

SASS was a mail survey that collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher work place conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEA's).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teacher Questionnaire.
7. The Private School Teacher Questionnaire.

The survey methodology is discussed in the Technical Notes section, which follows presentation of the tables.

Table 1.--Number and enrollment of public and private schools, and mean enrollment per school, by selected school characteristics: United States, school year 1987-88

Selected school characteristics	Schools		Enrollment		Mean enrollment per school
	Number	Percent	Number	Percent	
Public total	78,561	100.0	39,911,968	100.0	508
School level					
Elementary	54,630	69.5	23,947,579	60.0	438
Secondary	19,315	24.6	14,372,740	36.0	744
Combined	4,616	5.9	1,591,649	4.0	345
School size					
Less than 150	8,668	11.0	751,276	1.9	87
150 - 299	14,399	18.3	3,290,763	8.2	229
300 - 499	24,068	30.6	9,510,414	23.8	395
500 - 749	18,197	23.2	10,963,243	27.5	602
750 or more	13,228	16.8	15,396,272	38.6	1164
Minority status					
Less than 5%	27,932	35.6	11,344,364	28.4	406
5 - 19%	18,801	23.9	10,010,824	25.1	532
20 - 49%	15,005	19.1	8,544,283	21.4	569
50% or more	16,823	21.4	10,012,497	25.1	595
Private total	26,807	100.0	5,218,643	100.0	195
School level					
Elementary	17,086	63.7	2,971,529	56.9	174
Secondary	2,425	9.0	895,372	17.2	369
Combined	7,296	27.2	1,351,742	25.9	185
School size					
Less than 150	14,065	52.5	889,794	17.1	63
150 - 299	7,579	28.3	1,628,657	31.2	215
300 - 499	3,134	11.7	1,179,644	22.6	376
500 - 749	1,271	4.7	748,262	14.3	589
750 or more	758	2.8	772,287	14.8	1019
Minority status					
Less than 5%	11,856	44.2	2,164,142	41.5	183
5 - 19%	7,847	29.3	1,613,528	30.9	206
20 - 49%	3,392	12.7	664,382	12.7	196
50% or more	3,712	13.8	776,592	14.9	209

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 2.--Number and percent of public and private schools, by program emphasis: United States, school year 1987-88

Program emphasis	Public schools		Private schools	
	Number	Percent	Number	Percent
Total schools	78,561	100.0	26,807	100.0
Regular program emphasis	69,277	88.2	19,834	74.0
Special program emphasis	3,474	4.4	1,612	6.0
Special education emphasis	1,303	1.7	1,091	4.1
Alternative program emphasis	1,413	1.8	1,820	6.8
Vocational/technical program emphasis	1,122	1.4	--	+
Other emphasis	1,972	2.5	2,443	9.1

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.
For an explanation of program emphasis of a school, refer to item 3 in both the Public School Questionnaire and the Private School Questionnaire.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 3.--Number of public and private schools with 12th grade students, 1987 graduation rate of 1986 seniors, 1987 college application rate, and percent of 12th grade students enrolled in college preparatory courses in 1987-88, by selected characteristics: United States, school year 1987-88

Selected school characteristics	Number of schools with 12th grade students	Average 1987 graduation rate of 1986 seniors	Average college application rate of 1987 graduates	Average percent of 12th grade students in college preparatory courses in 1987-88
Public total	17,736	91.5	48.3	49.8
School size				
Less than 150	2,386	81.0	37.5	40.4
150 - 299	2,949	91.4	49.0	48.2
300 - 499	3,243	90.9	45.2	48.3
500 - 749	2,811	90.6	47.4	48.3
750 or more	6,346	91.9	54.0	55.5
Community type				
Rural/farming	8,230	91.7	48.5	49.2
Small city/town	3,723	91.4	46.4	46.6
Suburban	2,653	93.0	54.4	56.7
Urban	2,939	90.0	45.3	49.7
Other	--	+	+	+
Minority status				
Less than 5%	7,369	92.3	51.8	52.1
5 to 19%	4,115	91.4	50.8	51.7
20 to 49%	2,947	90.6	45.0	47.1
50% or more	3,304	91.2	40.3	44.7

Table 3.--Number of public and private schools with 12th grade students, 1987 graduation rate of 1986 seniors, 1987 college application rate, and percent of 12th grade students enrolled in college preparatory courses in 1987-88, by selected characteristics: United States, school year 1987-88 (continued)

Selected school characteristics	Number of schools with 12th grade students	Average 1987 graduation rate of 1986 seniors	Average college application rate of 1987 graduates	Average percent of 12th grade students in college preparatory courses in 1987-88
Private total	7,294	97.5	73.4	74.6
School size				
Less than 150	3,298	92.0	59.0	60.9
150 - 299	1,719	98.0	76.6	80.5
300 - 499	985	97.3	86.3	86.9
500 - 749	657	98.1	88.4	91.6
750 or more	634	98.3	90.0	92.5
Community type				
Rural/farming	1,442	97.3	69.3	77.6
Small city/town	1,788	97.9	64.8	65.1
Suburban	1,403	97.8	81.3	81.8
Urban	2,647	97.3	76.8	75.3
Other	—	+	+	+
Minority status				
Less than 5%	3,295	98.5	68.9	72.0
5 to 19%	2,307	98.4	77.1	82.2
20 to 49%	1,001	93.8	77.5	73.9
50% or more	691	97.6	74.9	62.7

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.
This graduation rate was based on 12th grade enrollment only; it excludes students who may have dropped out prior to 12th grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 4.--Number of public and private schools offering a particular program or service by selected characteristics: United States, school year 1987-88

Selected school characteristics	Total schools	Program or service offered								
		Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	Extended day
Public total	78,561	15,738	27,014	63,181	47,188	71,107	56,965	23,458	57,059	10,072
School level										
Elementary	54,630	11,492	19,313	45,102	31,058	49,037	41,761	3,855	39,569	8,882
Secondary	19,315	3,481	6,797	14,607	13,229	17,846	13,005	16,081	14,005	877
Combined	4,616	765	904	3,473	2,900	4,224	2,199	3,522	3,485	313
Community type										
Rural/farming	26,439	3,134	4,106	20,991	15,810	23,641	17,411	9,780	18,444	1,113
Small city/town	19,275	2,936	6,227	15,903	11,417	17,781	15,185	5,344	14,263	2,189
Suburban	13,672	3,001	7,130	11,195	8,325	12,711	11,010	3,579	10,587	2,623
Urban	18,479	6,380	9,196	14,502	11,150	16,293	12,931	4,545	13,273	4,095
Other	697	286	353	590	486	682	428	--	493	--
Private total	26,807	1,784	2,541	15,315	11,537	5,193	8,163	2,837	11,255	8,190
School level										
Elementary	17,086	1,068	1,405	10,059	7,191	2,775	5,259	435	7,411	5,984
Secondary	2,425	--	524	1,239	1,219	454	1,005	754	865	--
Combined	7,296	556	612	4,017	3,127	1,964	1,900	1,648	2,979	2,106
Community type										
Rural/farming	5,181	--	302	2,332	1,527	999	1,201	555	1,791	470
Small city/town	6,210	--	435	3,999	2,950	1,081	1,764	626	2,925	1,629
Suburban	5,257	480	513	3,266	2,502	1,097	1,983	417	2,454	1,866
Urban	10,120	797	1,256	5,693	4,541	1,993	3,207	1,212	4,063	4,225
Other	--	--	--	--	--	--	--	--	--	--

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 5.--Number of public and private school students participating in a particular program or service by selected characteristics: United States, school year 1987-88

Selected characteristics	Total students	Program or service offered								
		Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive	Extended day
Public total	39,911,968	1,105,105	1,042,117	4,297,349	2,849,814	2,862,012	2,593,719	4,778,352	4,300,859	521,067
School level										
Elementary	23,947,579	888,414	755,334	2,968,867	1,734,384	1,675,312	1,484,137	610,450	2,665,924	431,408
Secondary	14,372,740	190,427	264,799	1,141,766	972,322	966,992	1,029,875	3,886,560	1,381,436	73,097
Combined	1,591,649	26,264	21,984	186,715	143,108	219,708	79,706	281,342	253,500	16,561
Community type										
Rural/farming	8,913,541	114,509	92,129	941,602	569,850	652,817	418,960	1,211,496	1,016,540	35,148
Small city/town	9,849,966	132,526	126,881	1,011,477	658,263	724,843	592,569	1,157,864	990,054	87,322
Suburban	8,744,360	151,284	192,945	734,948	482,988	611,384	647,946	936,779	942,993	109,455
Urban	12,129,222	682,966	602,090	1,577,897	1,116,570	852,049	924,802	1,456,507	1,314,861	287,685
Other	274,879	23,820	28,072	31,425	22,143	20,918	9,441	--	36,412	--
Private total	5,218,643	89,761	58,606	329,063	227,844	110,548	357,416	90,945	396,541	362,748
School level										
Elementary	2,971,529	55,740	23,144	190,620	123,706	24,918	165,340	11,452	218,637	278,801
Secondary	895,372	--	8,940	32,859	29,652	8,462	72,726	30,524	24,900	--
Combined	1,351,742	29,403	26,522	105,583	74,485	77,168	119,349	48,969	153,003	80962
Community type										
Rural/farming	497,868	--	4,848	36,107	26,004	16,563	25,233	15,833	58,456	10,306
Small city/town	940,971	--	5,057	62,638	38,339	21,332	36,503	16,297	87,945	44,678
Suburban	1,358,717	25,934	10,474	77,174	53,432	23,768	119,390	14,540	85,619	92,300
Urban	2,405,390	48,299	33,171	148,313	104,939	48,083	176,158	43,795	163,782	215,464
Other	--	--	--	--	--	--	--	--	--	--

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 6.--Number of public and private schools providing publicly funded ECIA Chapter 1 services, by selected school characteristics: United States, school year 1987-88

Selected school characteristics	Public schools				Private schools			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	46,913	37,748	6,187	2,978	5,414	4,294	--	887
Community								
Rural/farming	18,480	14,035	2,323	2,123	972	770	--	--
Small city/town	11,823	9,864	1,648	311	1,395	1,142	--	--
Suburban	6,332	5,288	911	--	800	671	--	--
Urban	9,790	8,257	1,218	314	2,234	1,711	--	370
Other	487	303	--	--	--	--	--	--
School Size								
Less than 150	4,958	3,569	665	723	1,608	1,036	--	485
150 - 299	9,615	7,962	868	785	2,604	2,263	--	--
300 - 499	15,536	13,742	1,083	711	877	771	--	--
500 - 749	10,934	9,134	1,344	457	--	--	--	--
750 or more	5,870	3,341	2,227	302	--	--	--	--
Minority status								
Less than 5%	17,305	13,810	2,030	1,465	2,270	1,942	--	--
5 - 19%	9,862	7,832	1,501	529	1,174	956	--	--
20 - 49%	8,285	6,834	1,080	371	728	454	--	--
50% or more	11,460	9,271	1,575	613	1,242	941	--	--

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
Parochial schools do not receive these Federal funds directly.
Therefore, these data on private schools refer to schools attended by students who are eligible to receive Chapter 1 services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 7.--Number of public and private schools providing publicly funded free or reduced-price lunch, by selected school characteristics: United States, school year 1987-88

Selected characteristics	Public schools				Private schools			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total schools	75,286	53,010	18,085	4,192	6,440	5,016	515	909
Community								
Rural/farming	25,070	16,164	6,389	2,516	1,368	1,146	--	--
Small city/town	18,596	13,378	4,728	490	1,881	1,472	--	--
Suburban	13,094	9,581	3,238	275	809	596	--	--
Urban	17,888	13,452	3,608	828	2,346	1,780	--	392
Other	638	434	--	--	--	--	--	--
School Size								
Less than 150	7,420	4,593	1,527	1,300	2,365	1,687	--	537
150 - 299	13,811	10,311	2,521	979	2,654	2,245	--	--
300 - 499	23,323	19,134	3,293	895	922	762	--	--
500 - 749	17,902	13,605	3,713	584	359	279	--	--
750 or more	12,830	5,367	7,030	433	--	--	--	--
Minority status								
Less than 5%	26,493	18,110	6,561	1,822	3,239	2726	--	346
5 - 19%	17,917	12,418	4,693	807	1,511	1111	--	--
20 - 49%	14,553	10,447	3,439	667	523	297	--	--
50% or more	16,323	12,035	3,392	896	1,168	881	--	--

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 8.--Number of public and private school students receiving publicly funded ECIA Chapter 1 services by selected characteristics: United States, school year 1987-88

Selected school characteristics	Public				Private			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	4,434,536	3,540,482	701,530	192,524	173,159	109,361	--	57,896
Community type								
Rural/farming	1,108,856	873,272	127,534	108,050	25,325	10,437	--	--
Small city/town	973,373	794,410	153,720	25,243	28,855	19,490	--	--
Suburban	577,310	449,211	120,094	--	22,140	19,685	--	--
Urban	1,714,280	1,379,417	288,337	46,526	94,437	59,748	--	29,768
Other	60,716	44,171	--	--	--	--	--	--
School size								
Less than 150	133,133	82,325	20,965	29,844	33,677	10,834	--	19,947
150-299	435,463	368,020	35,777	31,666	88,628	67,596	--	--
300-499	1,171,122	1,075,114	55,994	40,014	30,060	23,676	--	--
500-749	1,362,454	1,182,299	136,148	44,006	--	--	--	--
750 or more	1,332,364	832,724	452,646	46,994	--	--	--	--
Minority status								
Less than 5%	875,495	699,964	112,031	63,501	41,243	34,687	--	--
5 to 19%	667,024	514,978	122,353	29,693	26,142	18,003	--	--
20 to 49%	795,081	642,822	122,509	29,750	31,943	10,089	--	--
50% or more	2,096,935	1,682,718	344,636	69,581	73,831	46,582	--	--

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 9.--Number of public and private school students receiving publicly funded free or reduced price lunch, by selected characteristics: United States, school year 1987-88

Selected school characteristics	Public students				Private students			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	11,388,676	8,227,891	2,602,527	558,259	318,298	213,736	32,804	71,758
Community type								
Rural/farming	2,815,527	1,862,064	626,496	326,967	53,817	32,670	--	--
Small city/town	2,458,927	1,794,466	606,513	57,948	42,244	31,473	--	--
Suburban	1,378,948	1,000,137	360,334	18,477	36,099	15,765	--	--
Urban	4,598,282	3,466,890	987,339	144,052	175,269	127,490	--	38,782
Other	136,992	104,333	--	--	--	--	--	--
School size								
Less than 150	287,279	175,802	56,069	55,407	72,823	44,768	--	22,398
150-299	1,065,428	842,884	139,820	82,723	121,797	94,091	--	--
300-499	2,849,753	2,400,410	327,506	121,837	49,368	32,940	--	--
500-749	3,456,850	2,817,701	516,191	122,958	42,093	23,373	--	--
750 or more	3,729,366	1,991,093	1,562,940	175,333	--	--	--	--
Minority status								
Less than 5%	2,138,979	1,443,118	515,541	180,320	105,156	71,209	--	26,844
5 to 19%	1,643,765	1,172,743	393,490	77,531	52,183	25,674	--	--
20 to 49%	2,414,588	1,720,119	607,498	86,970	38,057	14,726	--	--
50% or more	5,191,344	3,891,910	1,085,997	213,437	122,901	102,127	--	--

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 10.--Number of public schools offering a particular program or service, by state: United States, school year 1987-88

State	Total schools	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive
Total	78,561	15,738	27,014	63,181	47,188	71,107	56,965	23,458	57,059
Alabama	1,362	--	--	1,028	829	1,298	823	657	749
Alaska	459	340	174	349	287	393	358	292	372
Arizona	964	414	616	726	506	925	696	245	634
Arkansas	1,044	--	--	772	652	990	983	418	665
California	7,088	3,729	5,201	5,282	4,332	5,675	4,675	1,795	5,672
Colorado	1,206	386	629	843	550	1,093	884	308	902
Connecticut	943	--	471	908	741	888	748	219	719
Delaware	161	--	--	136	96	147	121	--	135
D. of Columbia	182	--	--	171	156	138	135	--	126
Florida	2,092	602	810	1,552	1,399	1,932	1,569	723	1,435
Georgia	1,729	--	334	1,463	1,401	1,642	1,464	472	1,005
Hawaii	234	133	206	197	--	220	226	--	187
Idaho	533	--	199	463	394	467	377	--	477
Illinois	3,749	710	1,037	2,854	1,677	3,417	2,722	937	2,566
Indiana	1,849	--	--	1,503	843	1,759	1,458	431	1,250
Iowa	1,449	--	284	1,159	661	1,294	937	551	1,009
Kansas	1,404	--	--	938	602	1,236	1,319	427	982
Kentucky	1,363	--	--	1,194	782	1,321	1,057	406	893
Lousiana	1,430	--	303	817	648	1,265	843	476	939
Maine	710	--	--	551	420	581	471	--	600
Maryland	1,184	--	519	886	573	1,092	1,014	209	781
Massachusetts	1,743	515	866	1,569	995	1,510	951	295	1,416
Michigan	3,195	832	600	2,641	1,875	2,885	2,225	874	2,565
Minnesota	1,369	--	531	1,055	885	1,321	1,078	453	1,031
Mississippi	887	--	--	744	626	847	550	404	436
Missouri	1,962	--	--	1,324	754	1,846	1,118	557	1,138
Montana	673	--	--	483	437	613	350	278	489
Nebraska	1,065	--	--	863	606	942	616	300	744
Nevada	288	--	147	229	130	257	199	--	213
New Hampshire	432	--	146	352	178	407	224	--	340
New Jersey	2,223	526	1,468	2,125	2,088	1,920	1,783	676	1,911
New Mexico	632	283	310	496	280	589	464	--	529
New York	3,935	1,011	2,214	3,753	3,296	3,695	3,032	1,225	3,280
North Carolina	1,919	--	--	1,469	897	1,858	1,727	694	1,211
North Dakota	492	--	--	404	306	416	135	195	350
Ohio	3,780	--	595	2,989	1,704	3,346	2,507	1,086	2,727
Oklahoma	1,758	--	--	1,373	749	1,595	1,509	663	1,101
Oregon	1,202	--	407	984	818	1,110	730	361	1,033
Pennsylvania	3,270	--	981	2,976	2,705	2,761	2,839	794	2,200
Rhode Island	287	--	167	227	136	270	190	--	256
South Carolina	1,098	--	--	1,053	1,059	1,081	928	352	646
South Dakota	586	--	--	414	371	487	469	--	419
Tennessee	1,596	--	--	1,217	1,119	1,523	1,360	509	1,040
Texas	5,358	1,822	3,529	4,285	3,011	5,021	3,299	1,868	3,900
Utah	662	160	--	566	498	557	424	211	547
Vermont	374	--	--	355	280	354	145	--	278
Virginia	1,728	--	453	1,426	877	1,610	1,633	518	1,253
Washington	1,617	440	759	1,492	1,184	1,502	1,190	411	1,313
West Virginia	1,072	--	--	711	597	1,052	899	297	741
Wisconsin	1,870	--	322	1,581	935	1,629	1,274	668	1,539
Wyoming	354	--	--	230	140	333	236	136	311

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 11.--Number of public school students participating in a particular program or service, by State: United States, school year 1987-88

State	Total students	Bilingual education	English as a second language	Remedial reading	Remedial mathematics	Programs for the handicapped	Programs for the gifted and talented	Vocational/ technical programs	Diagnostic and prescriptive
Total	39,911,968	1,105,105	1,042,117	4,297,349	2,849,814	2,862,012	2,593,719	4,778,352	4,300,859
Alabama	781,015	--	--	99,339	70,956	63,068	24,006	109,842	86,312
Alaska	115,012	13,325	4,153	10,232	6,307	8,998	8,707	21,190	18,474
Arizona	535,944	19,437	34,218	44,601	31,509	36,570	31,537	40,265	50,042
Arkansas	412,268	--	--	39,815	29,202	33,059	34,983	66,627	34,277
California	4,369,838	450,833	469,246	581,013	475,799	218,030	297,183	442,210	487,772
Colorado	538,965	11,068	6,538	32,739	17,853	33,763	39,011	30,565	46,116
Connecticut	450,677	--	8,451	45,213	34,828	35,173	22,020	57,977	58,460
Delaware	88,780	--	--	11,783	6,679	10,442	4,642	--	12,035
D. of Columbia	82,690	--	--	15,474	14,541	3,551	12,606	9,683	8,177
Florida	1,648,799	58,024	35,311	144,000	110,284	135,901	72,322	247,435	249,381
Georgia	1,148,022	--	4,011	118,301	96,267	74,868	54,368	173,364	89,373
Hawaii	179,107	7,289	8,346	15,647	--	10,289	11,783	16,094	14,085
Idaho	195,347	--	2,237	15,310	10,843	10,503	7,391	--	30,757
Illinois	1,748,083	56,976	33,796	156,546	84,292	131,983	136,963	222,875	166,662
Indiana	1,001,449	--	--	95,674	57,885	67,332	72,604	78,031	91,243
Iowa	492,387	--	3,879	38,779	20,812	35,136	29,566	69,196	41,108
Kansas	415,841	--	--	28,345	17,981	24,194	14,323	31,533	40,815
Kentucky	695,529	--	--	84,871	35,475	48,049	53,786	94,064	79,047
Louisiana	766,380	--	4,778	81,417	61,758	46,320	17,549	107,176	75,438
Maine	209,171	--	--	18,383	9,549	20,114	16,462	--	24,987
Maryland	655,464	--	5,310	66,000	38,637	64,307	61,744	54,094	39,339
Massachusetts	886,569	32,401	27,084	97,269	39,936	75,157	44,186	106,273	99,689
Michigan	1,560,716	12,265	10,537	181,271	118,294	113,845	96,149	186,419	146,933
Minnesota	692,809	--	6,869	57,969	39,185	50,351	50,374	51,479	49,602
Mississippi	547,366	--	--	71,427	55,040	36,873	20,068	57,008	34,424
Missouri	812,873	--	--	79,280	39,073	69,532	26,696	74,509	105,576
Montana	179,695	--	--	11,947	8,071	9,640	9,287	26,099	22,625
Nebraska	284,549	--	--	25,002	11,583	21,659	25,347	29,720	25,038
Nevada	172,734	--	3,101	12,106	6,754	10,227	9,449	--	12,824
New Hampshire	163,044	--	500	14,226	4,101	14,056	9,820	8,413	12,087
New Jersey	1,113,344	37,400	43,457	156,709	160,002	85,716	95,121	111,960	168,090
New Mexico	286,638	31,991	13,178	30,131	13,773	20,279	10,803	--	22,600
New York	2,638,345	97,965	95,217	327,197	202,243	221,172	239,684	297,921	325,015
North Carolina	1,062,547	--	--	97,901	46,130	92,855	70,039	263,310	85,586
North Dakota	119,194	--	--	9,000	5,215	7,299	3,667	13,156	8,960
Ohio	1,763,640	--	4,652	161,473	72,324	126,524	95,483	149,349	286,814
Oklahoma	617,800	--	--	59,152	29,609	45,876	34,972	66,196	85,888
Oregon	467,897	--	5,636	35,139	21,880	32,499	31,298	56,133	44,532
Pennsylvania	1,684,350	--	13,493	185,862	113,959	113,506	91,152	167,197	20,437
Rhode Island	125,954	--	4,315	13,545	5,071	10,174	10,506	12,354	12,195
South Carolina	650,716	--	--	105,448	101,980	53,030	43,749	124,924	48,102
South Dakota	127,403	--	--	12,858	10,328	8,557	6,675	--	16,142
Tennessee	854,049	--	--	91,170	71,999	65,340	37,651	120,161	64,465
Texas	3,086,029	162,210	126,907	369,125	246,914	207,271	236,026	340,608	256,962
Utah	393,779	2,632	--	40,201	30,979	29,225	49,587	70,267	56,942
Vermont	89,942	--	--	10,811	6,892	7,379	4,363	--	6,875
Virginia	959,121	--	10,271	109,408	44,012	65,021	94,101	150,819	106,443
Washington	800,224	9,116	12,606	73,592	48,710	54,413	52,185	106,070	76,251
West Virginia	363,172	--	--	30,518	21,604	35,859	14,305	44,933	62,123
Wisconsin	769,267	--	4,051	77,401	34,435	58,450	43,371	140,124	94,280
Wyoming	107,436	--	--	6,724	2,818	8,576	14,045	24,655	15,063

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate.
Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 12.--Number of public schools and students receiving publicly funded ECIA Chapter 1 services, and free or reduced-price lunch, by State: United States, school year 1987-88

State	Chapter 1 assistance		Free or reduced-price lunch	
	Schools	Students	Schools	Students
Total	46,913	4,434,536	75,286	11,388,676
Alabama	827	97,160	1,296	312,010
Alaska	203	6,437	323	23,511
Arizona	554	51,067	916	153,612
Arkansas	811	58,820	1,005	158,372
California	3,466	899,238	6,869	1,305,426
Colorado	630	32,857	1,163	126,397
Connecticut	622	34,614	850	75,093
Delaware	97	9,577	161	22,851
D. of Columbia	114	9,062	157	35,430
Florida	1,109	151,544	2,073	541,363
Georgia	984	119,510	1,715	345,103
Hawaii	--	+	234	53,779
Idaho	377	15,038	493	53,292
Illinois	2,344	143,042	3,454	463,029
Indiana	1,139	102,905	1,824	189,038
Iowa	985	40,674	1,407	119,910
Kansas	652	25,831	1,374	94,988
Kentucky	878	74,928	1,306	238,409
Lousiana	792	110,551	1,393	368,381
Maine	592	23,869	694	47,644
Maryland	519	81,675	1,164	168,428
Massachusetts	948	69,474	1,678	156,258
Michigan	1,847	146,710	3,159	361,064
Minnesota	800	48,733	1,342	145,503
Mississippi	781	102,680	881	310,660
Missouri	963	66,478	1,917	165,981
Montana	464	14,669	563	50,736
Nebraska	599	19,542	987	65,182
Nevada	111	6,238	259	26,096
New Hampshire	327	13,133	408	22,195
New Jersey	1,372	161,379	2,055	232,546
New Mexico	442	31,194	613	116,157
New York	2,770	303,968	3,709	883,175
North Carolina	1,284	94,888	1,912	317,364
North Dakota	363	9,948	429	28,508
Ohio	2,186	133,385	3,637	429,746
Oklahoma	1,162	58,896	1,702	211,825
Oregon	788	33,642	1,112	97,501
Pennsylvania	2,416	200,400	3,128	379,522
Rhode Island	149	11,766	280	26,551
South Carolina	495	37,040	1,074	233,233
South Dakota	357	17,219	528	41,699
Tennessee	985	115,762	1,576	281,579
Texas	2,967	363,263	5,246	1,067,538
Utah	269	20,167	628	92,884
Vermont	315	9,645	305	16,939
Virginia	1,023	77,146	1,675	224,031
Washington	1,019	61,733	1,485	170,037
West Virginia	619	39,072	1,045	141,528
Wisconsin	1,173	55,235	1,791	174,397
Wyoming	139	5,825	290	22,186

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases; -- = too few cases (fewer than 30) for a reliable estimate; + = not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 13.--Number of public high schools with 12th grade students, 1987 graduation rate* of 1986 seniors, 1987 college application rate, and percent of 12th grade students enrolled in college preparatory courses in 1988, by State: United States, school year 1987-88

State	Number of schools with 12th grade students	1987 average graduation rate of 1986 seniors	Average college application rate of 1987 graduates	Average percent of 12th grade students in college preparatory courses in 1987-88
Total	17,736	92	48	50
Alabama	486	93	38	40
Alaska	219	85	37	56
Arizona	--	+	+	+
Arkansas	300	95	38	43
California	1,340	80	40	42
Colorado	296	90	55	60
Connecticut	202	95	49	52
Delaware	--	+	+	+
District of Columbia	--	+	+	+
Florida	373	87	39	43
Georgia	352	93	40	41
Hawaii	--	+	+	+
Idaho	--	+	+	+
Illinois	785	94	50	51
Indiana	376	96	44	43
Iowa	444	98	61	58
Kansas	398	96	58	58
Kentucky	328	94	38	42
Lousiana	381	93	38	50
Maine	--	+	+	+
Maryland	--	+	+	+
Massachusetts	338	93	62	67
Michigan	653	93	49	53
Minnesota	448	96	54	48
Mississippi	281	95	45	57
Missouri	554	95	43	40
Montana	--	+	+	+
Nebraska	257	98	68	70
Nevada	--	+	+	+
New Hampshire	--	+	+	+
New Jersey	402	92	57	60
New Mexico	--	+	+	+
New York	901	93	61	63
North Carolina	323	94	53	47
North Dakota	217	96	76	63
Ohio	837	92	42	45
Oklahoma	561	95	45	41
Oregon	233	93	47	51
Pennsylvania	687	94	44	45
Rhode Island	--	+	+	+
South Carolina	266	90	40	39
South Dakota	--	+	+	+
Tennessee	352	93	45	48
Texas	1,226	94	51	49
Utah	--	+	+	+
Vermont	--	+	+	+
Virginia	353	95	50	54
Washington	334	86	51	62
West Virginia	--	+	+	+
Wisconsin	403	96	52	54
Wyoming	--	+	+	+

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.
-- = too few sample cases (fewer than 30) for a reliable estimate; + = not applicable.
*This graduation rate was based on 12th grade enrollment only; it excludes students who may have dropped out prior to 12th grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 14.--Standard errors for key school and student statistics, by sector and by selected characteristics: United States, school year 1987-88

Selected school characteristics	Public schools	Private schools
Total schools	321.3	840.7
School level		
Elementary	296.5	636.6
Secondary	184.8	162.4
Combined	161.9	436.5
School size		
Less than 150	347.0	859.3
150-299	455.5	339.7
300-499	489.4	160.7
500-749	452.8	97.1
750 or more	263.4	76.7
Minority status		
Less than 5%	307.7	652.1
5 to 19%	356.6	414.0
20 to 49%	339.6	211.7
50% or more	333.0	305.2
Community type		
Rural/farming	395.0	718.0
Small city/town	307.4	293.5
Suburban	313.0	316.9
Urban	246.3	482.6
Other	79.3	18.7
Total students	165,010.8	113,064.3
School level		
Elementary	152,732.4	54,377.5
Secondary	123,740.6	42,577.1
Combined	62,259.8	75,924.4
Number of schools		
Regular program	365.2	730.3
Special program emphasis	168.5	253.4
Special education program	83.5	139.6
Alternative program	138.2	252.7
Vocational/technical	80.6	5.4
Other	165.0	268.3
Bilingual education	373.7	234.6
English as a second language	475.4	205.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Table 14.--Standard errors for key school and student statistics, by sector and by selected characteristics: United States, school year 1987-88 (continued)

Selected school characteristics	Public schools	Private schools
Number of schools (continued)		
Remedial reading (continued)	430.9	567.5
Remedial mathematics	449.8	518.7
Programs for the handicapped	367.1	350.4
Programs for the gifted and talented	434.3	371.9
Vocational/technical programs	287.1	208.6
Diagnostic and prescriptive	537.3	437.4
Chapter 1 assistance	391.9	233.4
Free or reduced- price lunch	313.8	217.0
Number of students		
Bilingual education	46,954.2	20,084.6
English as a second language	33,312.4	13,010.6
Remedial reading	58,781.4	17,240.9
Remedial mathematics	59,223.4	13,163.6
Programs for the handicapped	33,247.9	13,487.5
Programs for the gifted and talented	42,020.5	25,395.2
Vocational/technical programs	90,475.3	12,611.4
Diagnostic and prescriptive	107,802.1	26,905.3
Chapter 1 assistance	87,547.0	19,035.8
Free or reduced-price lunch	95,364.4	24,858.4
Other key student statistics		
Graduation rate	0.4	0.5
College application rate	0.5	2.2
Percent of students enrolled in college preparatory courses	0.5	1.8
Mean enrollment	3.1	6.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Technical Notes

Sample Selection

School questionnaires were mailed to the administrators of all 9,317 public and 3,513 private schools in the school samples. The other SASS samples were as follows: 5,594 public school districts, 56,242 public school teachers, and 11,529 private school teachers. The public school sample was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. For each stratum within each State, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school. The square root of the number of teachers was used to provide a good compromise between a sample optimized for teacher counts and a sample optimized for school counts.

The private school sample was selected primarily from the QED file of private schools. To improve coverage, two additional steps were taken. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools on the QED file and the lists from the private school associations were then stratified by the 50 States and the District of Columbia. Within each State and the District of Columbia, schools were further stratified by three grade levels (elementary, secondary, and combined), and by thirteen affiliation groups. Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. Sample schools were then selected by systematic (interval) sampling within each stratum with probability proportional to the square root of the number of teachers.

The second step was to include an area frame sample, contained in 75 Primary Sampling Units (PSU's), each PSU consisting of a county or group of counties. The PSU's were stratified by Census geographic region: Northeast, Midwest, South, and West; Standard Metropolitan Statistical Area (SMSA) status; and private school enrollment. These PSU's were selected from the universe of 2,497 PSU's with probability proportional to the square root of the PSU population. All schools not on the QED file or the lists from the private school associations were eligible to be selected for the area frame sample. These schools were discovered through an area search conducted by the Census Bureau. Schools that could be contacted in the area frame were sampled with probability proportional to the square root of the number of teachers. A systematic equal probability sample was then drawn from the schools that could not be contacted in the area frame. More detailed information about the sample selection may be obtained from the forthcoming survey technical report, which is entitled, "SASS 1987-88 Sample Design Methodology."

The Public School Questionnaire, as well as the Private School Questionnaire, was mailed to the administrator of each sampled school in February 1988. A second questionnaire was mailed to all nonrespondents in March, and a telephone follow up on nonrespondents was conducted during April, May, and June.

Following the data collection, a comparison of SASS public school estimates with NCES's Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series revealed SASS estimates for some States that were considerably lower than CCD counts. Two reasons were determined to cause this difference.

1. Upon further examination it was discovered that the QED frame did not include Class 1 public school districts in Nebraska, and that the QED definition of school differed somewhat from the CCD definition. Class 1 districts in Nebraska include only elementary schools. A comparison of the QED and CCD counts indicated there were about 275 of these districts, with an average of about 10.2 students per district. The small number of these students per district suggests that these were, for the most part, one-school districts. Because of these missing schools the SASS national count of public schools and the count for Nebraska, in particular, are underestimated. The effect of these missing schools on the nature of the bias for averages is unknown.

2. Much of the remaining difference between SASS State estimates of public school counts and CCD State counts may be attributable to the difference between QED and CCD definitions of a school. This difference is discussed below in the section on Definitions.

Differences between administrator and school estimates

Estimates of the numbers of administrators shown in a previous report (entitled, Selected Characteristics of Public and Private School Administrators (Principals): 1987-88, NCES 90-085) differ somewhat from estimates of the numbers of schools in this report. These differences are mainly attributable to a small number of schools that reported not having an administrator.

Questionnaire response rates

The weighted response rates were calculated using the sampling weights. The weighted response rate for the Public School Questionnaire was 91.9 percent; for the Private School Questionnaire, 78.6 percent.

Item descriptions

The Public School Questionnaire and the Private School Questionnaire are in the Appendix. Specific data items in the tables and the corresponding questionnaire items are as follows:

Data item	Questionnaire item Public	Private
School level	2	2
School size (enrollment)	1a	1a
Minority status	9	12
Community type	5	6
Days in school year	6	9
Program emphasis	3	3
Schools with 12th graders	A	A
Graduation rate	19, 20	22, 23
College application rate	21	24
Seniors in college prep courses	18	21
Programs and services	11	14
ECIA Chapter 1 schools	12a	15a
Students receiving Chapter 1 services	12b	15c
Schools with free lunch	13a	16a
Students receiving free lunch	13c	16c

Item response rates

The average unweighted item response rate for the entire Public School Questionnaire was 89.6 percent. For the subset of variables included in this report, the average unweighted item response rate was 97.8 percent. Unweighted item response rates for this subset of variables ranged from 93.6 percent for programs and services to 99.9 percent for school level and enrollment. Data items on the Public School Questionnaire were imputed for item nonresponse using a hot deck procedure.

The average unweighted item response rate for the entire Private School Questionnaire was 89.1 percent. For the subset of variables included in this report, the average unweighted item response rate was 97.9 percent. Unweighted item response rates for this subset of variables ranged from 93.3 percent for programs and services to 100.0 percent for students graduated last year. Data items on the Private School Questionnaire were also imputed for item nonresponse using a hot deck procedure.

Standard errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error.

Definitions

Class 1 school district

(In Nebraska) A school district that maintains only elementary grades under the direction of a single school board.

QED definition of school

Quality Education Data (QED) generally defines a school in terms of a "building," rather than an "administrative unit." For example, in most instances, QED counts an elementary school and a secondary school housed in one building as one school. In those States that house more than one administrative unit in one building, QED's count of schools is lower than the State count of schools reported in NCES's Public Elementary/Secondary School Universe survey of the Common Core of Data (CCD) series, because the CCD definition of school is in terms of administrative units. Since SASS used the QED file--the latest version of the CCD universe file was not available at the time the school sample was drawn--a number of instances occur in which SASS estimates for States are lower than CCD counts. Those States for which SASS estimates of the number of schools are considerably lower than the CCD counts are Nebraska (about 31 percent lower), North Dakota (about 30 percent lower), and South Dakota (about 28 percent lower).

Further constraints applied in defining public and private schools were as follows:

Minimum length of the school day had to be four hours.
Minimum length of the school year had to be 160 days.
Instruction had to be provided to students at or above the first grade level.
The school could not offer adult courses only, night courses only, or specialized courses only.
Instruction could not be in a private home.

School level

Elementary - a school that has grade 6 or lower, or a low grade of ungraded, and no grade higher than the 8th.

Secondary - a school that has no grade lower than the 7th, and a high grade of 12 or lower, or ungraded.

Combined - all schools that have grades higher than the 8th, and lower than the 7th.

Program emphasis

An explanation of the various categories of program emphasis of a school are contained in item 3 in both the public and private school survey questionnaires at the end of this report.

Affiliation Groupings

Below is a list of the 13 affiliation groupings that were used in stratifying the private schools by affiliation.

Catholic
Friends
Episcopal
Jewish
Lutheran
Seventh-Day Adventist
Christian Schools International
American Association of Christian Schools
National Association of Private Schools for Exceptional Children
Association of Military Colleges and Schools of the U.S.
American Montessori Society
National Association of Independent Schools
Other

Region

The geographic regions used by the U.S. Bureau of the Census:

West

Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada
Washington
Oregon
California
Alaska
Hawaii

Northeast

Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania

Midwest

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

South

Delaware
Maryland
District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas

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For More Information

For more information about this report, contact Elizabeth Gerald, Elementary and Secondary Education Statistics Division, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington DC 20208, telephone (202) 357-6334.

APPENDIX

FORM **SASS-3A**
(10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY
PUBLIC SCHOOL QUESTIONNAIRE

1987-1988

OMB No. 1850-0621
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please correct any error in name and address including ZIP Code.

Dear Principal:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the School Survey for the 1987–88 Schools and Staffing Survey. Your school is one of 9,300 public and 3,500 private schools across the nation selected to be in the sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the School Survey is to obtain information about schools such as staff-pupil ratio, student characteristics, staffing patterns, and teacher turnover.

The U.S. Bureau of the Census is conducting the surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any school participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other schools. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

Remarks

Page 2

FORM SASS-3A (10-30-87)

If this school does **NOT** serve students in any of grades K–12, please mark (X) the box. → 010 1 ☐ School does not serve students in any of grades K–12

If you marked the box above, do not complete this questionnaire. Please return it to the Bureau of the Census in the enclosed preaddressed envelope. Thank you for your cooperation.

INSTRUCTIONS

Unless otherwise indicated, all questions refer to the 1987–88 school year.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, please call the Bureau of the Census collect at (301) 763–2220.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 3 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

SECTION 1 – SCHOOL CHARACTERISTICS

1. How many students (in head counts) were enrolled in grades K–12 in this school –

a. On or about October 1, 1987?

011 ☐☐☐☐ Students

b. On or about October 1, 1986?

012 ☐☐☐☐ Students

0 ☐ School not operating in Fall 1986

2. What is the level of this school?

Mark (X) only one box.

013
1 ☐ Elementary
2 ☐ Middle school/junior high
3 ☐ Secondary
4 ☐ Combined elementary and secondary
5 ☐ Other – *Specify* → _____

3. Which of the following best describes this school?

Mark (X) only one box.

014
1 ☐ Regular elementary or secondary
2 ☐ Elementary or secondary with a special program emphasis (e.g., science/math magnet school, performing arts high school, gifted/talented school) – *Specify* → _____
3 ☐ Special education (serves primarily handicapped students)
4 ☐ Alternative (Offers a curriculum designed to address the needs of students which typically cannot be met in a regular school; provides nontraditional education; may be an adjunct to a regular school. Does not specifically fall into regular, special education or vocational education school categories.) – *Specify* → _____
5 ☐ Vocational/technical (serves primarily students being trained for occupations)
6 ☐ Other – *Specify* → _____

4a. Is this school coeducational?

015
1 ☐ Yes – *Continue with 4b*
2 ☐ No, it is an all-female school } *Skip to item 5*
3 ☐ No, it is an all-male school }

b. What percentage of students enrolled in this school are male?

(Record percentage in whole numbers, not tenths. Do not enter a decimal point.)

016 _____ .0 %

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

5. Which of the following best describes the community in which this school is located?

Mark (X) only one box.

018
1 ☐ A rural or farming community
2 ☐ A small city or town of fewer than 50,000 people that is not a suburb of a larger city
3 ☐ A medium-sized city (50,000 to 100,000 people)
4 ☐ A suburb of a medium-sized city
5 ☐ A large city (100,000 to 500,000 people)
6 ☐ A suburb of a large city
7 ☐ A very large city (over 500,000 people)
8 ☐ A suburb of a very large city
9 ☐ A military base or station
10 ☐ An Indian reservation

6. How many days are in the school year for students in the HIGHEST GRADE?

048 ☐☐☐ Days

7. How long is the school day for students in the HIGHEST GRADE?

049 ☐☐ Hours

050 ☐☐ Minutes

8. What percentage of students were not in attendance today? Include both excused and unexcused absences. *(Record the percentage in whole numbers, not tenths. Do not enter a decimal point.)*

051 ☐☐☐ .0 %

9. How many students attending this school are —

a. American Indian or Alaskan Native?

052 ☐☐☐ Students
o ☐ None

b. Asian or Pacific Islander?

053 ☐☐☐ Students
o ☐ None

c. Hispanic, regardless of race *(Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin)***?**

054 ☐☐☐ Students
o ☐ None

d. Black (not of Hispanic origin)?

055 ☐☐☐ Students
o ☐ None

e. White (not of Hispanic origin)?

056 ☐☐☐ Students
o ☐ None

10. How many teachers in this school are —

a. American Indian or Alaskan Native?

057 ☐☐☐ Teachers
o ☐ None

b. Asian or Pacific Islander?

058 ☐☐☐ Teachers
o ☐ None

c. Hispanic, regardless of race *(Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin)***?**

059 ☐☐☐ Teachers
o ☐ None

d. Black (not of Hispanic origin)?

060 ☐☐☐ Teachers
o ☐ None

e. White (not of Hispanic origin)?

061 ☐☐☐ Teachers
o ☐ None

FORM SASS-3A (10-30-87)

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

11. **For each of the following programs or services, please indicate whether it is available to students in this school, either during or outside of regular school hours, and regardless of funding source. If you mark "Yes" for a program or service, record the number of students served.**

a. Bilingual education — Native language is used to varying degrees in instructing students with limited English proficiency. *(Includes, for example, transitional bilingual education and structured immersion.)*
062 1 ☐ Yes — How many students are served? → 063
2 ☐ No

b. English as a second language — students with limited English proficiency are provided with intensive instruction in English.
064 1 ☐ Yes — How many students are served? → 065
2 ☐ No

c. Remedial reading — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.
066 1 ☐ Yes — How many students are served? → 067
2 ☐ No

d. Remedial mathematics — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.
068 1 ☐ Yes — How many students are served? → 069
2 ☐ No

e. Programs for the handicapped — instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped.
070 1 ☐ Yes — How many students are served? → 071
2 ☐ No

f. Programs for the gifted and talented — activities designed to permit gifted and talented students to further develop their abilities.
072 1 ☐ Yes — How many students are served? → 073
2 ☐ No

g. Vocational or technical programs — instruction designed to provide students with occupational skills needed for work.
074 1 ☐ Yes — How many students are served? → 075
2 ☐ No

h. Diagnostic and prescriptive services — services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.
076 1 ☐ Yes — How many students are served? → 077
2 ☐ No

i. Extended day or before- or after-school day-care programs.
078 1 ☐ Yes — How many students are served? → 079
2 ☐ No

12a. Does this school provide ECIA Chapter 1 services?
081 1 ☐ Yes — *Continue with 12b*
2 ☐ No — *Skip to 13a*

b. How many students are served?
083 ☐☐☐☐ Students served
0 ☐ None

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

13a. Are any of the students in this school eligible for free or reduced price lunches that are paid for with public funds, e.g., Federal government or other government?

084 1 ☐ Yes — *Continue with 13b*
2 ☐ No — *Skip to 14a*

b. How many students are eligible for free or reduced price lunches?

085 [ ] Students eligible

c. How many students receive free or reduced price lunches?

086 [ ] Students served
0 ☐ None

087 1 ☐ This school does not participate in the government lunch program

14a. Does this school charge tuition to any students?

088 1 ☐ Yes — *Continue with 14b*
2 ☐ No — *Skip to 15*

b. Does this school have any policy for modifying or discounting tuition rates (e.g., on the basis of additional students from the same family, financial need)?

089 1 ☐ Yes
2 ☐ No

c. What is the highest annual tuition charged by this school for a full-time student? Do not include boarding fees.

090 $_____ .00 per year

15. Which of the following does this school use for admission?

Mark (X) all that apply.

091 1 ☐ Admission test
092 2 ☐ Standardized achievement test
093 3 ☐ Academic record
094 4 ☐ Special student needs
095 5 ☐ Special student aptitudes
096 6 ☐ Personal interview
097 7 ☐ Recommendations
098 8 ☐ Something else — *Specify* ➘

_____

099 9 ☐ None of these (This school has no special requirements for admission)

Remarks

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

16a. For what grade levels does your school offer instruction? *(Mark the box for each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade.)*

b. How many students were enrolled in each grade on October 1, 1987? *(Enter the number of students, in head counts, enrolled in this school on or about October 1, 1987, by grade.)*

(If instruction for a grade level is offered but no students are enrolled in that grade, mark the grade level box in column a and enter "0" in column b.

	Instruction offered *(Mark (X) all that apply)* (a)	Enrollment October 1, 1987 (b)
100	1 ☐ Prekindergarten	101
102	1 ☐ Kindergarten	103
104	1 ☐ 1st	105
106	1 ☐ 2nd	107
108	1 ☐ 3rd	109
110	1 ☐ 4th	111
112	1 ☐ 5th	113
114	1 ☐ 6th	115
116	1 ☐ 7th	117
118	1 ☐ 8th	119
120	1 ☐ 9th	121
122	1 ☐ 10th	123
124	1 ☐ 11th	125
126	1 ☐ 12th	127
128	1 ☐ 13th	129
130	1 ☐ 14th	131
132	1 ☐ Ungraded	133
	TOTAL →	134

Remarks

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

17. Last year, 1986–87, what percentage of students enrolled at the beginning of the school year were still enrolled at the end of the school year?

(Exclude students who transferred from other schools after the 1986–87 school year began in figuring this rate. Record the percentage in whole numbers, not tenths. Do not enter a decimal point.)

135 _____ .0 %

136 1 ☐ School not in operation last year

CHECK ITEM A

Does this school have any 12th grade students?

137 1 ☐ Yes — *Continue with item 18*
2 ☐ No — *Skip to item 22*

18. What percentage of this school's 12th grade students are enrolled in academic or college preparatory programs? *(Record the percentage in whole numbers, not tenths. Do not enter a decimal point.)*

138 _____ .0 %

0 ☐ None

19. How many students were enrolled in 12th grade on or about October 1, 1986 (last year)?

139 _____ Students — *Continue with 20*

0 ☐ No 12th graders in 1986–87 — *Skip to item 22*

20. How many students were graduated from the 12th grade last year? *(Include 1987 summer graduates.)*

140 _____ Students

21. What is the estimated percentage of last year's graduates that applied to a two- or four-year college? *(Record percentage in whole numbers, not tenths. Do not enter a decimal point.)*

141 _____ .0 %

0 ☐ None

Remarks

SECTION 2 — STAFFING PATTERNS

22. Which of the following describes the organization of this school's teaching staff at the elementary and/or the secondary level? *(Please respond for the appropriate level(s) for this school.)*

Mark (X) all that apply.

ELEMENTARY LEVEL

142 1 ☐ Self-contained class — one teacher teaches multiple subjects to the same students all or most of the day

143 2 ☐ Team teaching — two or more teachers teach multiple subjects to the same group of students for all or most of the day

144 3 ☐ Departmentalized situation — one teacher teaches the same subject to several classes of different students

SECONDARY LEVEL

145 4 ☐ Self-contained class — one teacher teaches multiple subjects to the same students all or most of the day

146 5 ☐ Team teaching — two or more teachers teach multiple subjects to the same group of students for all or most of the day

147 6 ☐ Departmentalized situation — one teacher teaches the same subject to several classes of different students

23. The following questions refer to TEACHERS regularly employed in this school on or about October 1, 1987. Do not include school employees with no teaching duties or student teachers in your answers.

a. How many teachers whose PRIMARY assignment is teaching are assigned a full-time position at this school?
(Count only teachers who are assigned a full-time position at this school and whose PRIMARY ASSIGNMENT is teaching any of grades K–12, i.e., they teach half time or more on a regular basis. Use head counts, not FTE's.)

148 ☐☐☐ Teachers
o ☐ None

b. How many other full- or part-time personnel are there at this school whose duties include some teaching? Include itinerant teachers.

149 ☐☐☐ Teachers
o ☐ None

c. Total number of teachers regularly employed in this school *(Sum of a and b above.)*

150 ☐☐☐ Total

24. What percentage of the teachers reported in question 23a above have taught for each of the following periods of time? Include the current year. *(Record percents in whole numbers, not tenths.)*

a. Less than 3 years

151 ☐☐☐.0 %
o ☐ None

b. 3–9 years

152 ☐☐☐.0 %
o ☐ None

c. 10–20 years

153 ☐☐☐.0 %
o ☐ None

d. More than 20 years

(NOTE: Total for 24a–d should equal 100%.)

154 ☐☐☐.0 %
o ☐ None

25. How many of the teachers reported in item 23a have a degree beyond the bachelor's degree?

155 ☐☐☐ Teachers
o ☐ None

SECTION 2 — STAFFING PATTERNS — *Continued*

26. For each of the following categories, how many employees regularly worked in this school on or about October 1, 1987? *(Report totals in full-time equivalents (FTE's) to the nearest tenth.)*

***NOTE** — One full-time equivalent is equal to the amount of time a person would normally spend serving full-time on an assignment; i.e., a full-time teacher would add 1.0 to the TEACHERS category; a person working two periods as a teacher and three periods as a guidance counselor would add 0.4 to the TEACHERS category and 0.6 to the GUIDANCE COUNSELORS category; and a two-thirds time librarian would add 0.7 to the LIBRARIANS AND OTHER PROFESSIONAL MEDIA STAFF category.*

NUMBER OF EMPLOYEES (FTE to the nearest tenth)

a. Principals and assistant principals	156	. o ☐ None
b. Teachers *(Do not include substitute teachers or student teachers.)*	157	.
c. Guidance counselors	160	. o ☐ None
d. Librarians and other professional media staff	161	. o ☐ None
e. Other professional staff such as curriculum specialists, administrative and business staff, and social workers	162	. o ☐ None
f. Teacher aides *(paraprofessionals who assist teachers)*	165	. o ☐ None
g. Other noninstructional staff	166	. o ☐ None

27a. Do any UNPAID VOLUNTEERS provide services for this school? Do not include students from this school as unpaid volunteers.	167	1 ☐ Yes — *Continue with 27b* 2 ☐ No — *Skip to 28*
b. How many unpaid volunteers do you expect will perform services at this school on a CONTINUING OR SCHEDULED BASIS during the 1987—88 school year?	168	☐ Unpaid volunteers o ☐ None

Remarks

SECTION 2 — STAFFING PATTERNS — *Continued*

INSTRUCTIONS FOR QUESTIONS 28–32

The next few questions pertain to those employees assigned a full-time position in this school whose PRIMARY ASSIGNMENT is teaching in any of grades K–12, i.e., who teach half time or more on a regular basis. Record number of teachers in head counts, not FTE's.

28a. How many teachers held a full-time position at this school on or about October 1, 1986, i.e., not this fall, but a year ago?

169 ☐☐ Teachers

o ☐ None

170 1 ☐ School not in operation last year

b. SEPARATIONS — How many of the teachers who held a full-time position at this school on October 1, 1986, were no longer teachers in this school on October 1, 1987?

171 ☐☐ Teachers

o ☐ No teachers have left

172 1 ☐ School not in operation last year

c. ADDITIONS — How many of the teachers who held a full-time position at this school on October 1, 1987 were not teachers in this school on October 1, 1986 (last year)?

(For schools in their first year of operation, count all teachers who are assigned a full-time position at this school and whose primary assignment is teaching.)

173 ☐☐ Teachers

o ☐ No teachers added

d. How many teachers held a full-time position at this school on October 1, 1987?

NOTE — *Your responses to items 28a–d should satisfy the equation 28a – 28b + 28c = 28d. Also, your entry for item 28d should equal your entry in item 23a.*

174 ☐☐ Teachers

CHECK ITEM B

Did you mark the box labeled "No teachers added" in item 28c above?

175 1 ☐ Yes — *Skip to Check Item C on page 13*

2 ☐ No — *Continue with item 29*

Remarks

SECTION 2 — STAFFING PATTERNS — *Continued*

29. *For items 29a–c, count teachers added to your staff in the category that **BEST** describes their primary activity during the year before they were hired at this school. Use head counts, not FTE's. Count each teacher only once. If there were no teachers in a category, please mark the "None" box.*

Of those new teachers (additions) reported in question 28c, how many are —

		NUMBER OF TEACHERS
a. FIRST TIME TEACHERS, i.e., those who have never had a regular teaching position before?	176	☐ o ☐ None
b. EXPERIENCED TEACHERS who, in Fall 1986, were —	177	☐ o ☐ None
(1) Teaching in another school?		
(2) Attending a college or university?	178	☐ o ☐ None
(3) Working in a nonteaching occupation?	179	☐ o ☐ None
(4) Homemaking and/or child rearing?	180	☐ o ☐ None
(5) Unemployed and seeking work?	181	☐ o ☐ None
(6) Retired?	182	☐ o ☐ None
(7) On leave of absence?	183	☐ o ☐ None
(8) In another known status? — *Specify* _____	184	☐ o ☐ None
(9) In unknown status?	185	☐ o ☐ None
c. OTHER TEACHERS whose teaching experience is unknown?	186	☐ o ☐ None
d. TOTAL additions *Sum of 29a–c above. Entry should equal entry in item 28c.*	187	☐

SECTION 2 — STAFFING PATTERNS — *Continued*

CHECK ITEM C

Refer to item 28b on page 11.
Did you mark the box labeled "No teachers have left" or the box labeled "School not in operation last year"?

188 — 1 ☐ Yes — *Skip to item 32 on page 15*
2 ☐ No — *Continue with item 30*

30. The following question refers to teachers reported in item 28b, that is, those who have left your school since October 1, 1986.

(Use head counts, not FTE's. Please count each teacher only once in the category that best describes his/her primary activity. If there were no teachers in a category, please mark the "None" box.)

In the Fall of 1987, how many of these teachers were —

		NUMBER OF TEACHERS
a. Teaching in another school?	189	☐ o ☐ None
b. Attending a college or university?	190	☐ o ☐ None
c. Working in a nonteaching occupation?	191	☐ o ☐ None
d. Homemaking and/or child rearing?	192	☐ o ☐ None
e. Unemployed and seeking work?	193	☐ o ☐ None
f. Retired?	194	☐ o ☐ None
g. Deceased?	195	☐ o ☐ None
h. Disabled?	196	☐ o ☐ None
i. On leave of absence?	197	☐ o ☐ None
j. In another known status? — *Specify* _____	198	☐ o ☐ None
k. In unknown status?	199	☐ o ☐ None
l. TOTAL separations *Sum of 30a—k above. Entry should equal entry in item 28b.*	200	☐

SECTION 2 — STAFFING PATTERNS — *Continued*

CHECK ITEM D

Did you mark the "None" box in item 30c? 201

1 ☐ Yes — *Skip to item 32*
2 ☐ No — *Continue with item 31*

31. Of the number of teachers reported in question 30c as working in nonteaching occupations in Fall 1987, how many were employed in the field of education as —

a. Principals and assistant principals? 202 ☐ o ☐ None

b. Guidance counselors? 203 ☐ o ☐ None

c. Librarians and other media staff? 204 ☐ o ☐ None

d. Other professional staff such as curriculum specialists, administrative and business staff, and social workers? 205 ☐ o ☐ None

e. Other school personnel? 206 ☐ o ☐ None

Remarks

FORM SASS 3A (10-30-87)

SECTION 2 — STAFFING PATTERNS — *Continued*

32. In column (b), please record the number of teachers (in head counts) in this school on October 1, 1986 (last year) by their PRIMARY field of assignment at that time. In column (c), record the number of those teachers in column (b) who have left your school and are no longer teachers. In column (d), record the total number of teachers in this school on October 1, 1987, by PRIMARY field of assignment. Do not report the same teacher for more than one line of the same column. If your school was not in operation on October 1, 1986, leave columns (b) and (c) blank. *(Enter "0" for any assignment areas for which there were no teachers.)*

Primary field of assignment (a)	Number of teachers		
	Total teachers October 1, 1986 (b)	Not teaching on October 1, 1987 (c)	Total teachers October 1, 1987 (d)
1. KINDERGARTEN	207	208	209
2. GENERAL ELEMENTARY	210	211	212
SPECIAL AREAS			
3. Art	213	214	215
4. Basic skills and remedial education	216	217	218
5. Bilingual education	219	220	221
6. Business education	222	223	224
7. Computer science	225	226	227
8. English as a second language (ESL)	228	229	230
9. English/language arts	231	232	233
10. Foreign language	234	235	236
11. Gifted	237	238	239
12. Health, physical education	240	241	242
13. Home economics	243	244	245
14. Industrial arts	246	247	248
15. Mathematics	249	250	251
16. Music	252	253	254
17. Reading	255	256	257
18. Religion/philosophy	258	259	260
19. Social studies/social science	261	262	263
SCIENCE			
20. Biology	264	265	266
21. Chemistry	267	268	269
22. Earth science	270	271	272
23. Physics	273	274	275
24. General and all other science	276	277	278
25. **SPECIAL EDUCATION**	279	280	281
26. **VOCATIONAL EDUCATION**	282	283	284
27. **ALL OTHERS**	285	286	287
28. **TOTAL TEACHERS** →	288	289	290

SECTION 3 — RESPONDENT INFORMATION

CHECK ITEM E **Does your school provide instructions for any of grades 7 through 12?**

291 1 ☐ Yes — *Continue with Check Item F*
2 ☐ No — *Skip to item 33*

CHECK ITEM F **On page 15, teaching field number 19 is "Social studies/social science." Would you be able to easily provide separate counts for each specific field such as history, geography, government/civics, psychology, economics, sociology, etc.?**

(Do not provide the counts; just indicate whether the data are available.)

292
1 ☐ Yes
2 ☐ No

33. What is the title of the person or persons who filled out this questionnaire?

Mark (X) all that apply.

293 1 ☐ Principal
294 2 ☐ Vice Principal, Assistant Principal
295 3 ☐ Counselor
296 4 ☐ Curriculum Coordinator, Department Head
297 5 ☐ Teacher
298 6 ☐ Secretary
299 7 ☐ Other — *Specify* ▶ _____

34. Please enter a telephone number and time when you can be reached in case we have to clarify any of your answers.

Name *(Please print)*	Telephone number *(Area code and number)*
Day(s) and time(s) it would be convenient to contact you, if necessary	

35. Please enter the date you finish this survey. ⟶

Month	Day	Year
		88

Please take a minute and check to be certain you have not overlooked a question.

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.

FORM SASS 3A (10-30-87)
☆ U.S. Government Printing Office: 1988—548-035/60050

FORM **SASS-3B**
(10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY
PRIVATE SCHOOL QUESTIONNAIRE

1987-1988

OMB No. 1850-0621
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please correct any error in name and address including ZIP Code.

Dear Principal/Headmaster/Headmistress:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the School Survey for the 1987—88 Schools and Staffing Survey. Your school is one of 9,300 public and 3,500 private schools across the nation selected to be in the sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the School Survey is to obtain information about schools such as staff-pupil ratio, student characteristics, staffing patterns, and teacher turnover.

The U.S. Bureau of the Census is conducting the surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any school participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other schools. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

If this school does **NOT** serve students in any of grades K–12, please mark (X) the box. → 010 1 ☐ School does not serve students in any of grades K–12

If you marked the box above, do not complete this questionnaire. Please return it to the Bureau of the Census in the enclosed preaddressed envelope. Thank you for your cooperation.

INSTRUCTIONS

Unless otherwise indicated, all questions refer to the 1987–88 school year.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, please call the Bureau of the Census collect at (301) 763–2220.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 3 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

SECTION 1 – SCHOOL CHARACTERISTICS

1. How many students (in head counts) were enrolled in grades K–12 in this school –

a. On or about October 1, 1987?

011 ☐☐☐☐ Students

b. On or about October 1, 1986?

012 ☐☐☐☐ Students

0 ☐ School not operating in Fall 1986

2. What is the level of this school?

Mark (X) only one box.

013
1 ☐ Elementary
2 ☐ Middle school/junior high
3 ☐ Secondary
4 ☐ Combined elementary and secondary
5 ☐ Other – *Specify* → _____

3. Which of the following best describes this school?

Mark (X) only one box.

014
1 ☐ Regular elementary or secondary
2 ☐ Elementary or secondary with a special program emphasis (e.g., science/math school, performing arts high school, German/French school) – *Specify* → _____
3 ☐ Special education (serves primarily handicapped students)
4 ☐ Alternative (Offers a curriculum designed to provide alternative or nontraditional education. Does not specifically fall into regular, special education, or vocational school.) – *Specify* → _____
5 ☐ Vocational/technical (serves primarily students being trained for occupations)
6 ☐ Other – *Specify* → _____

4a. Is this school coeducational?

015
1 ☐ Yes – *Continue with 4b*
2 ☐ No, it is an all-female school } *Skip to item 5*
3 ☐ No, it is an all-male school }

b. What percentage of students enrolled in this school are male?

(Record percentage in whole numbers, not tenths. Do not enter a decimal point.)

016 ☐☐☐.0 %

FORM SASS-3B (10-30-87)

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

5. What percentage of students board at this school?
(Record percentage in whole numbers, not tenths. Do not enter a decimal point.)

017 _____ .0 %
0 ☐ None

6. Which of the following best describes the community in which this school is located?

Mark (X) only one box.

018
1 ☐ A rural or farming community
2 ☐ A small city or town of fewer than 50,000 people that is not a suburb of a larger city
3 ☐ A medium-sized city (50,000 to 100,000 people)
4 ☐ A suburb of a medium-sized city
5 ☐ A large city (100,000 to 500,000 people)
6 ☐ A suburb of a large city
7 ☐ A very large city (over 500,000 people)
8 ☐ A suburb of a very large city
9 ☐ A military base or station
10 ☐ An Indian reservation

7. Is this school operated in a private home that is used as a family residence?

019
1 ☐ Yes
2 ☐ No

8a. Does this school have a religious orientation, purpose, or affiliation?

020
1 ☐ No — This school is secular; any religious orientation or influence is tangential or incidental. — *Skip to question 8c.*
2 ☐ Yes — This school is affiliated with a national religious denomination. — *Mark the appropriate religious denomination below.*
3 ☐ Yes — Although this school is not formally affiliated with a national denomination, it has a religious orientation. — *Mark the group below which most closely describes the religious orientation.*

Religious group or denomination
(Mark (X) only one box.)

021
1 ☐ Amish
2 ☐ Assembly of God
3 ☐ Baptist
4 ☐ Calvinist
5 ☐ Christian (no specific denomination)
6 ☐ Church of Christ
7 ☐ Disciples of Christ
8 ☐ Episcopal
9 ☐ Friends
10 ☐ Greek Orthodox
11 ☐ Islamic
12 ☐ Jewish
13 ☐ Latter Day Saints
14 ☐ Lutheran
15 ☐ Mennonite
16 ☐ Methodist
17 ☐ Presbyterian
18 ☐ Roman Catholic — *Answer question 8b*
19 ☐ Seventh Day Adventist
20 ☐ Other — *Specify* ↓

_____

b. If Roman Catholic, what type of school is it?

Mark (X) only one box.

022
1 ☐ Parochial (or inter-parochial)
2 ☐ Diocesan
3 ☐ Private

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

8c. Which of the following associations is your school a member of?

(Mark (X) all that apply. If none, mark the last box.)

023	1	☐ Accelerated Christian Education
024	2	☐ American Association of Christian Schools
025	3	☐ American Montessori Society
026	4	☐ Association of Christian Schools International
027	5	☐ Association of Military Colleges and Schools
028	6	☐ Association of Evangelical Lutheran Churches
029	7	☐ Christian Schools, International
030	8	☐ Evangelical Lutheran Church in America (formerly ALC or LCA)
031	9	☐ Friends Council on Education
032	10	☐ General Council of Seventh Day Adventists
033	11	☐ Jesuit Secondary Education Association
034	12	☐ Lutheran Church, Missouri Synod
035	13	☐ National Association of Episcopal Schools
036	14	☐ National Association of Independent Schools
037	15	☐ National Association of Private Schools for Exceptional Children
038	16	☐ National Catholic Educational Association
039	17	☐ National Center for Neighborhood Enterprise
040	18	☐ National Coalition of Alternative Community Schools
041	19	☐ National Federation of Church Schools
042	20	☐ National Independent Private School Association
043	21	☐ National Society for Hebrew Day Schools
044	22	☐ Oral Roberts Educational Fellowship
045	23	☐ Solomon Schechter Day Schools
046	24	☐ Other — *Specify* → _____
047	25	☐ None

Remarks

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

9. **How many days are in the school year for students in the HIGHEST GRADE?**

048 ☐☐☐ Days

10. **How long is the school day for students in the HIGHEST GRADE?**

049 ☐☐ Hours

050 ☐☐ Minutes

11. **What percentage of students were not in attendance today? Include both excused and unexcused absences.**

(Record the percentage in whole numbers, not tenths. Do not enter a decimal point.)

051 ☐☐☐ .0 %

o ☐ None

12. **How many students attending this school are —**

a. American Indian or Alaskan Native?

052 ☐☐☐ Students

o ☐ None

b. Asian or Pacific Islander?

053 ☐☐☐ Students

o ☐ None

c. Hispanic, regardless of race *(Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin)***?**

054 ☐☐☐ Students

o ☐ None

d. Black (not of Hispanic origin)?

055 ☐☐☐ Students

o ☐ None

e. White (not of Hispanic origin)?

056 ☐☐☐ Students

o ☐ None

13. **How many teachers in this school are —**

a. American Indian or Alaskan Native?

057 ☐☐☐ Teachers

o ☐ None

b. Asian or Pacific Islander?

058 ☐☐☐ Teachers

o ☐ None

c. Hispanic, regardless of race *(Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin)***?**

059 ☐☐☐ Teachers

o ☐ None

d. Black (not of Hispanic origin)?

060 ☐☐☐ Teachers

o ☐ None

e. White (not of Hispanic origin)?

061 ☐☐☐ Teachers

o ☐ None

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

14. For each of the following programs or services, please indicate whether it is available to students in this school, either during or outside of regular school hours, and regardless of funding source. If you mark "Yes" for a program or service, record the number of students served.

a. **Bilingual education — Native language is used to varying degrees in instructing students with limited English proficiency.** *(Includes, for example, transitional bilingual education and structured immersion).*	062	1 ☐ Yes — **How many students are served?** →	063
		2 ☐ No	
b. **English as a second language — students with limited English proficiency are provided with intensive instruction in English.**	064	1 ☐ Yes — **How many students are served?** →	065
		2 ☐ No	
c. **Remedial reading — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.**	066	1 ☐ Yes — **How many students are served?** →	067
		2 ☐ No	
d. **Remedial mathematics — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.**	068	1 ☐ Yes — **How many students are served?** →	069
		2 ☐ No	
e. **Programs for the handicapped — instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped.**	070	1 ☐ Yes — **How many students are served?** →	071
		2 ☐ No	
f. **Programs for the gifted and talented — activities designed to permit gifted and talented students to further develop their abilities.**	072	1 ☐ Yes — **How many students are served?** →	073
		2 ☐ No	
g. **Vocational or technical programs — instruction designed to provide students with occupational skills needed for work.**	074	1 ☐ Yes — **How many students are served?** →	075
		2 ☐ No	
h. **Diagnostic and prescriptive services — services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.**	076	1 ☐ Yes — **How many students are served?** →	077
		2 ☐ No	
i. **Extended day or before- or after-school day-care programs.**	078	1 ☐ Yes — **How many students are served?** →	079
		2 ☐ No	

15a. **Are any of the students in this school eligible for ECIA Chapter 1 assistance** *(i.e., they reside in eligible attendance areas and are educationally deprived)***?**	080	1 ☐ Yes — *Continue with 15b* 2 ☐ No — *Skip to 16a*
b. **How many students are eligible for Chapter 1 assistance?**	082	☐ Students eligible
c. **How many students are served?**	083	☐ Students served 0 ☐ None

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

16a. Are any of the students in this school eligible for free or reduced price lunches that are paid for with public funds, e.g., Federal government or other government?

084 1 ☐ Yes — *Continue with 16b*
2 ☐ No — *Skip to 17a*

b. How many students are eligible for free or reduced price lunches?

085 ☐☐☐☐ Students eligible

c. How many students receive free or reduced price lunches?

086 ☐☐☐☐ Students served
0 ☐ None

087 1 ☐ This school does not participate in the government lunch program.

17a. Does this school charge tuition to any students?

088 1 ☐ Yes — *Continue with 17b*
2 ☐ No — *Skip to 18*

b. Does this school have any policy for modifying or discounting tuition rates (e.g., on the basis of additional students from the same family, financial need, church membership)?

089 1 ☐ Yes
2 ☐ No

c. What is the highest annual tuition charged by this school for a full-time student? Do not include boarding fees.

090 $_____ .00 per year

18. Which of the following does this school use for admission?

Mark (X) all that apply.

091 1 ☐ Admission test
092 2 ☐ Standardized achievement test
093 3 ☐ Academic record
094 4 ☐ Special student needs
095 5 ☐ Special student aptitudes
096 6 ☐ Personal interview
097 7 ☐ Recommendations
098 8 ☐ Something else — *Specify* ↓
_____
099 9 ☐ None of these (This school has no special requirements for admission)

Remarks

SECTION 1 — SCHOOL CHARACTERISTICS — *Continued*

19a. For what grade levels does your school offer instruction? *(Mark the box for each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade.)*

b. How many students were enrolled in each grade on October 1, 1987? *(Enter the number of students (in head counts) enrolled in this school on or about October 1, 1987, by grade.)*

(If instruction for a grade level is offered but no students are enrolled in that grade, mark the grade level box in column (a) and enter "0" in column (b).

	Instruction offered *(Mark (X) all that apply)* (a)	Enrollment October 1, 1987 (b)
100	1 ☐ Prekindergarten	101
102	1 ☐ Kindergarten	103
104	1 ☐ 1st	105
106	1 ☐ 2nd	107
108	1 ☐ 3rd	109
110	1 ☐ 4th	111
112	1 ☐ 5th	113
114	1 ☐ 6th	115
116	1 ☐ 7th	117
118	1 ☐ 8th	119
120	1 ☐ 9th	121
122	1 ☐ 10th	123
124	1 ☐ 11th	125
126	1 ☐ 12th	127
128	1 ☐ 13th	129
130	1 ☐ 14th	131
132	1 ☐ Ungraded	133
	TOTAL →	134

20. Last year (1986–87), what percentage of students enrolled at the beginning of the school year were still enrolled at the end of the school year? *(Exclude students who transferred from other schools after the 1986–87 school year began in figuring this rate. Record the percentage in whole numbers, not tenths.)*

135 _____ .0 %

136 1 ☐ School not in operation last year

CHECK ITEM A **Does this school have any 12th grade students?**

137 1 ☐ Yes — *Continue with item 21*
2 ☐ No — *Skip to item 25*

21. What percentage of this school's 12th grade students are enrolled in academic or college preparatory programs? *(Record the percentage in whole numbers, not tenths.)*

138 _____ .0 %

0 ☐ None

22. How many students were enrolled in 12th grade on or about October 1, 1986 (last year)?

139 _____ Students — *Continue with 23*

0 ☐ No 12th graders last year — *Skip to item 25*

23. How many students were graduated from the 12th grade last year? *(Include 1987 summer graduates.)*

140 _____ Students

24. What is the estimated percentage of last year's graduates that applied to a two- or four-year college? *(Record the percentage in whole numbers, not tenths.)*

141 _____ .0 %

0 ☐ None

FORM SASS 3B (10-30-87)

SECTION 2 – STAFFING PATTERNS

25. Which of the following describes the organization of this school's teaching staff at the elementary and/or the secondary level? *(Please respond for the appropriate level(s) for this school.)*

Mark (X) all that apply.

ELEMENTARY LEVEL

142 1 ☐ Self-contained class – one teacher teaches multiple subjects to the same students all or most of the day

143 2 ☐ Team teaching – two or more teachers teach multiple subjects to the same group of students for all or most of the day

144 3 ☐ Departmentalized situation – one teacher teaches the same subject to several classes of different students

SECONDARY LEVEL

145 4 ☐ Self-contained class – one teacher teaches multiple subjects to the same students all or most of the day

146 5 ☐ Team teaching – two or more teachers teach multiple subjects to the same group of students for all or most of the day

147 6 ☐ Departmentalized situation – one teacher teaches the same subject to several classes of different students

26. The following questions refer to TEACHERS regularly employed in this school on or about October 1, 1987. Do not include school employees with no teaching duties or student teachers in your answers.

a. How many teachers whose PRIMARY assignment is teaching are assigned a full-time position at this school?
(Count only teachers who are assigned a full-time position at this school and whose PRIMARY ASSIGNMENT is teaching any of grades K–12, i.e., they teach half time or more on a regular basis. Use head counts, not FTE's.)

148 ☐☐☐ Teachers
o ☐ None

b. How many other full- or part-time personnel are there at this school whose duties include some teaching? Include itinerant teachers.

149 ☐☐☐ Teachers
o ☐ None

c. Total number of teachers regularly employed in this school *(Sum of a and b above.)*

150 ☐☐☐ Total

27. What percentage of the teachers reported in question 26a above have taught for each of the following periods of time? Include the current year. *(Record percents in whole numbers, not tenths.)*

a. Less than 3 years

151 ☐☐☐.0 %
o ☐ None

b. 3–9 years

152 ☐☐☐.0 %
o ☐ None

c. 10–20 years

153 ☐☐☐.0 %
o ☐ None

d. More than 20 years

(NOTE: Total for 27a–d should equal 100%.)

154 ☐☐☐.0 %
o ☐ None

28. How many of the teachers reported in item 26a have a degree beyond the bachelor's degree?

155 ☐☐☐ Teachers
o ☐ None

SECTION 2 — STAFFING PATTERNS — *Continued*

29. **For each of the following categories, how many employees regularly worked in this school on or about October 1, 1987?** *(Report totals in full-time equivalents (FTE's) to the nearest tenth.)*

NOTE *— One full-time equivalent is equal to the amount of time a person would normally spend serving full-time on an assignment; i.e., a full-time teacher would add 1.0 to the TEACHERS category; a person working two periods as a teacher and three periods as a guidance counselor would add 0.4 to the TEACHERS category and 0.6 to the GUIDANCE COUNSELORS category; and a two-thirds time librarian would add 0.7 to the LIBRARIANS AND OTHER PROFESSIONAL MEDIA STAFF category.*

		NUMBER OF EMPLOYEES (FTE to the nearest tenth)
a. Principals and assistant principals/heads	156	. o ☐ None
b. Teachers *(Do not include substitute teachers or student teachers.)*	157	.
(1) Paid by the private school or contributed by the religious organization that supports the school	158	.
(2) Paid by public agencies *(i.e., to implement legislated programs)*	159	. o ☐ None
c. Guidance counselors	160	. o ☐ None
d. Librarians and other professional media staff	161	. o ☐ None
e. Other professional staff such as curriculum specialists, administrative and business staff, and social workers	162	. o ☐ None
(1) Paid by the private school or contributed by the religious organization that supports the school	163	. o ☐ None
(2) Paid by public agencies *(i.e., to implement legislated programs)*	164	. o ☐ None
f. Teacher aides *(paraprofessionals who assist teachers)*	165	. o ☐ None
g. Other noninstructional staff	166	. o ☐ None
30a. Do any UNPAID VOLUNTEERS provide services for this school? Do not include students from this school as unpaid volunteers.	167	1 ☐ Yes — *Continue with 30b* 2 ☐ No — *Skip to 31*
b. How many unpaid volunteers do you expect will perform services at this school on A CONTINUING OR SCHEDULED BASIS during the 1987–88 school year?	168	Unpaid volunteers o ☐ None

SECTION 2 — STAFFING PATTERNS — *Continued*

INSTRUCTIONS FOR QUESTIONS 31–35

The next few questions pertain to those employees assigned a full-time position in this school whose PRIMARY ASSIGNMENT is teaching in any of grades K–12, i.e., who teach half time or more on a regular basis. Record number of teachers in head counts, not FTE's.

31a. How many teachers held a full-time position at this school on or about October 1, 1986, i.e., not this fall, but a year ago?

169 ☐ Teachers

0 ☐ None

170

1 ☐ School not in operation last year

b. SEPARATIONS — How many of the teachers who held a full-time position at this school on October 1, 1986, were no longer teachers in this school on October 1, 1987?

171 ☐ Teachers

0 ☐ No teachers have left

172

1 ☐ School not in operation last year

c. ADDITIONS — How many of the teachers who held a full-time position at this school on October 1, 1987 were not teachers in this school on October 1, 1986 (last year)?

(For schools in their first year of operation, count all teachers who are assigned a full-time position at this school and whose primary assignment is teaching.)

173 ☐ Teachers

0 ☐ No teachers added

d. How many teachers held a full-time position at this school on October 1, 1987?

174 ☐ Teachers

NOTE — *Your responses to items 31a–d should satisfy the equation 31a – 31b + 31c = 31d. Also, your entry for item 31d should equal your entry in item 26a.*

CHECK ITEM B

Did you mark the box labeled "No teachers added" in item 31c above?

175

1 ☐ Yes — *Skip to Check Item C on page 13*

2 ☐ *No — Continue with item 32*

Remarks

SECTION 2 — STAFFING PATTERNS — *Continued*

32. *For items 32a–c, count teachers added to your staff in the category that **BEST** describes their primary activity during the year before they were hired at this school. Use head counts, not FTE's. Count each teacher only once. If there were no teachers in a category, please mark the "None" box.*

		NUMBER OF TEACHERS
Of those new teachers (additions) reported in question 31c, how many are —	176	
a. FIRST TIME TEACHERS, i.e., those who have never had a regular teaching position before?		o ☐ None
b. EXPERIENCED TEACHERS who, in Fall 1986, were —	177	
(1) Teaching in another school?		o ☐ None
(2) Attending a college or university?	178	o ☐ None
(3) Working in a nonteaching occupation?	179	o ☐ None
(4) Homemaking and/or child rearing?	180	o ☐ None
(5) Unemployed and seeking work?	181	o ☐ None
(6) Retired?	182	o ☐ None
(7) On leave of absence?	183	o ☐ None
(8) In another known status? — *Specify* _____	184	o ☐ None
(9) In unknown status?	185	o ☐ None
c. OTHER TEACHERS whose teaching experience is unknown?	186	o ☐ None
d. TOTAL additions *(Sum of 32a — c above. Entry should equal entry in item 31c.)*	187	

SECTION 2 — STAFFING PATTERNS — *Continued*

CHECK ITEM C *Refer to item 31b on page 11.*
Did you mark the box labeled "No teachers have left" or the box labeled "School not in operation last year"? 188
1 ☐ Yes — *Skip to item 35 on page 15*
2 ☐ No — *Continue with item 33*

33. The following question refers to teachers reported in item 31b, that is, those who have left your school since October 1, 1986.

(Use head counts, not FTE's. Please count each teacher only once in the category that best describes his/her primary activity. If there were no teachers in a category, please mark the "None" box.)

In the Fall of 1987, how many of these teachers were —

NUMBER OF TEACHERS

a. Teaching in another school?	189	☐ o ☐ None
b. Attending a college or university?	190	☐ o ☐ None
c. Working in a nonteaching occupation?	191	☐ o ☐ None
d. Homemaking and/or child rearing?	192	☐ o ☐ None
e. Unemployed and seeking work?	193	☐ o ☐ None
f. Retired?	194	☐ o ☐ None
g. Deceased?	195	☐ o ☐ None
h. Disabled?	196	☐ o ☐ None
i. On leave of absence?	197	☐ o ☐ None
j. In another known status? — *Specify* _____	198	☐ o ☐ None
k. In unknown status?	199	☐ o ☐ None
l. TOTAL separations *(Sum of 33a – k above. Entry should equal entry in item 31b.)*	200	☐

SECTION 2 — STAFFING PATTERNS — *Continued*

CHECK ITEM D **Did you mark the "None" box in item 33c on the previous page?** 201

1 ☐ Yes — *Skip to item 35*
2 ☐ No — *Continue with item 34*

34. Of the number of teachers reported in question 33c as working in nonteaching occupations in Fall 1987, how many were employed in the field of education as —

a. Principals and assistant principals?	202	☐ None
b. Guidance counselors?	203	☐ None
c. Librarians and other media staff?	204	☐ None
d. Other professional staff such as curriculum specialists, administrative and business staff, and social workers?	205	☐ None
e. Other school personnel?	206	☐ None

Remarks

FORM SASS-3B (10-30-87)

SECTION 2 – STAFFING PATTERNS – *Continued*

35. In column (b), please record the number of teachers (in head counts) in this school on October 1, 1986 (last year) by their PRIMARY field of assignment at that time. In column (c), record the number of those teachers in column (b) who have left your school and are no longer teachers. In column (d), record the total number of teachers in this school on October 1, 1987, by PRIMARY field of assignment. Do not report the same teacher on more than one line of the same column. If your school was not in operation on October 1, 1986, leave columns (b) and (c) blank. *(Enter "0" for any assignment areas for which there were no teachers.)*

Primary field of assignment (a)	Number of teachers		
	Total teachers October 1, 1986 (b)	Not teaching on October 1, 1987 (c)	Total teachers October 1, 1987 (d)
1. KINDERGARTEN	207	208	209
2. GENERAL ELEMENTARY	210	211	212
SPECIAL AREAS			
3. Art	213	214	215
4. Basic skills and remedial education	216	217	218
5. Bilingual education	219	220	221
6. Business education	222	223	224
7. Computer science	225	226	227
8. English as a second language (ESL)	228	229	230
9. English/language arts	231	232	233
10. Foreign language	234	235	236
11. Gifted	237	238	239
12. Health, physical education	240	241	242
13. Home economics	243	244	245
14. Industrial arts	246	247	248
15. Mathematics	249	250	251
16. Music	252	253	254
17. Reading	255	256	257
18. Religion/philosophy	258	259	260
19. Social studies/social science	261	262	263
SCIENCE			
20. Biology	264	265	266
21. Chemistry	267	268	269
22. Earth science	270	271	272
23. Physics	273	274	275
24. General and all other science	276	277	278
25. SPECIAL EDUCATION	279	280	281
26. VOCATIONAL EDUCATION	282	283	284
27. ALL OTHERS	285	286	287
28. TOTAL TEACHERS →	288	289	290

SECTION 3 – RESPONDENT INFORMATION

CHECK ITEM E **Does your school provide instructions for any of grades 7 through 12?**

291 1 ☐ Yes – *Continue with Check Item F*
2 ☐ No – *Skip to item 36*

CHECK ITEM F **On page 15, teaching field number 19 is "Social studies/social science." Would you be able to easily provide separate counts for each specific field such as history, geography, government/civics, psychology, economics, sociology, etc.?**

(Do not provide the counts; just indicate whether the data are available.)

292
1 ☐ Yes
2 ☐ No

36. What is the title of the person or persons who filled out this questionnaire?

Mark (X) all that apply.

293 1 ☐ Principal/Head
294 2 ☐ Vice Principal, Assistant Principal, Assistant Head
295 3 ☐ Counselor
296 4 ☐ Curriculum Coordinator, Department Head
297 5 ☐ Teacher
298 6 ☐ Secretary
299 7 ☐ Other – *Specify* ▸ _____

37. Please enter a telephone number and time when you can be reached in case we have to clarify any of your answers.

Name *(Please print)*	Telephone number *(Area code and number)*
Day(s) and time(s) it would be convenient to contact you, if necessary	

38. Please enter the date you finish this survey. ⟶

Month	Day	Year
		88

Please take a minute and check to be certain you have not overlooked a question.

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.

FORM SASS 3B (10-30-87)